

TITLE II, HIGHER EDUCATION ACT

Section 207

IDAHO STATE PLAN

October 2, 2000



DEPARTMENT OF EDUCATION

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PUBLIC INSTRUCTION

TITLE II, HIGHER EDUCATION ACT Section 207

IDAHO STATE PLAN
Due October 7, 2000

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Section 2. Collaboration with Institutions of Higher Education

- Planning meetings pertinent to the Title II required report were held involving State Department of Education personnel and the deans from each of the Idaho teacher preparation institutions. The meetings were held as follows:
 - The deans from each Idaho teacher preparation institution met in May 2000, to discuss the implications of Title II of the Higher Education Act.
 - The Idaho Superintendent of Public Instruction and several other department representatives from the State Department of Education met with the deans from the Idaho teacher preparation institutions on August 10, 2000, to further the discussion regarding Title II of the Higher Education Act.

- A State Department of Education/deans task force met on September 5, 2000, to discuss several aspects of Title II in preparation for the scheduled September 7, 2000, meeting of the larger group involving various constituency groups.
- A meeting including these various constituency groups was held on September 7, 2000, involving State Department of Education personnel, the deans from each of Idaho's teacher preparation institutions, a representative, respectively, from the State Board of Education, the Idaho Education Association, the Idaho School Boards Association and the Idaho Association of School Administrators. The purpose of this meeting was to explore assessment alternatives related to entrance/exiting requirements for students in Idaho teacher preparation programs and/or requirements for state licensure. The group heard a presentation by a representative from the Educational Testing Service (ETS) regarding the Praxis assessment program. Following the presentation, the afternoon was devoted to a further discussion regarding Title II reporting requirements.
- A follow-up meeting with the deans from the Idaho teacher preparation institutions and representatives from the State Department of Education was held on September 20, 2000, to discuss further the salient elements of the required Title II report due October 7, 2000.
- The planning process was collaborative, and represents each Idaho teacher preparation institution, public and private, and representation from several constituencies. This report is based on a consensus of those representing the State Department of Education and the deans from each of the Idaho teacher preparation institutions, with input from several constituency groups.

Section 3. Key Components of Idaho's Title II Reporting System

- The components of Idaho's Title II Reporting System center on key definitions as required. Being considered for state adoption is a definition of these components:
- **Teacher Preparation Program**
 - An Idaho teacher preparation program is a state-approved course of study, the completion of which signifies that an enrollee has met all the state educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools.
 - The course of study in each of the Idaho teacher preparation institutions is subject to a collaborative NCATE/State review every five (5) years.
 - The specific Idaho licensure requirements are part of State Board of Education rule, by reference, and are found in the Idaho Department of Education School Personnel Certification Standards manual, enclosed as **Exhibit "A"**.

- **Assessment for Statistical Data**

- As noted earlier, the Praxis assessment system is being considered.
- Consideration is being given to implement a “gatekeeping” process.
- Further meetings are planned to finalize these considerations for timely implementation.

- **Program Completer**

- A program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. A more specific operational definition will be refined as part of the Title II grant recently received and described below.

- **Alternate Route to Certification or Licensure**

- A person earning certification/licensure through an alternative route program is a person who has met all the requirements for Idaho licensure through a route other than through a state-approved teacher preparation program.
- Other than attending an approved Idaho teacher preparation program, the State provides districts an opportunity to hire a person who is not fully certified. There are three (3) approved alternatives in Idaho for people to earn state certification/licensure:

- **Alternate Route (Teacher Trainee) Program**

- A person in Idaho desiring to become certified to teach in a secondary school, and who has earned a bachelor’s degree at least five (5) years previously, may apply for acceptance into the alternate route program.
 - This is a two-year program that, upon successful completion, provides the individual with a standard Idaho secondary certificate endorsed with a minimum of a major and minor teaching area.
 - The program requires the individual to complete required teacher education coursework with pertinent supervision. The required coursework includes a course in philosophical foundations of education, psychological foundations of education and a methods course.
 - The entire process is under the direction of a consortium from the State Department of Education, one of the teacher preparation institutions in the state and the employing school district.

- **Letter of Authorization**
 - When a district is unable to hire a fully certificated person, the district may apply for a letter of authorization allowing the person to teach in the district **while working toward full certification**, as authenticated by the institution from which the required course work is received.
 - The entire process is based on an application from the district describing a hiring emergency, as documented in the minutes of the local school board, is approved by the Professional Standards Commission and finally approved by the State Board of Education.
- **Regular Teacher Preparation Program**
 - A regular teacher preparation program in Idaho is defined as a teacher preparation program that is not an alternate route to initial certification or licensure.
- **Waiver**
 - A waiver is defined as any temporary or emergency permit, license or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate/license from the state of Idaho or any other state.
 - The alternate route program, and the letter of authorization program described above, are the only temporary or emergency authorizations available in Idaho that lead to full Idaho certification/licensure. In addition, there are two waivers used in Idaho to allow a person who is not working toward full certification/licensure to teach in either a public or private state-accredited school:
 - **Consultant Specialist Approval**
 - When a school district is unable to hire a fully certificated person, or has need of a qualified person to provide instruction of a unique nature for which no state credential exists, the district may apply for a consultant specialist authorization allowing the person to teach in the district **without working toward full certification/licensure**.
 - A school district experiencing a specific staff shortage, may apply for consultant specialist approval allowing a person to teach on a

full-time basis. The district must deem this person to be “highly and uniquely qualified” to meet a specific need in the district.

- The approval is for one year and is renewable.
- **Misassignment**
 - A school district may request up to a half-day misassignment for a person needed in a classroom when a teacher certified to teach a course or grade is not available.
 - This person for whom a misassignment is requested has a teaching certificate endorsed in one or more teaching areas. However, as is often found in many school districts, and particularly smaller school districts, a certificated/licensed teacher is needed to teach one or more periods outside the content area or grade for which the teacher is certified.
 - Permission is granted for one year on either a full-time or part-time basis and is renewable upon the request of the school district.

Section 4. Pass Rates

- Currently Idaho does not require either preservice testing or testing for licensure. Both the state and NCATE approve teacher preparation institutions. Noting that all teacher preparation programs in Idaho enjoy an approved status, students graduating from one of these programs receive an institutional recommendation for initial certification/licensure.
- The institutional recommendation verifies that a student has completed an approved teacher preparation program, including an approved teaching major. Upon receipt of this recommendation, initial certification/licensure is granted.
- A meeting to consider assessment alternatives for both preservice and initial certification/licensure was held on September 7, 2000. A presentation was given by a representative from the Educational Testing Service (ETS) to explore the Praxis assessment system. A wide variety of constituent groups were represented at this meeting.
- The Praxis presentation has been taken under advisement by teacher preparation program deans, the State Department of Education and the Office of the State Board of Education.
- An assessment requirement for undergraduate students in teacher preparation programs is being considered. When an assessment requirement is approved by the

State Board of Education, state pass rates will be established in conjunction with the testing company. Data will be reported as described in Section 5 as follows:

Section 5. Pass Rates Reporting

- The following is planned:
 - A list of subject areas in which program completers may receive certification/licensure;
 - Certification/licensure assessment required for each area of specialization;
 - Cut (passing) scores for each assessment taken by the cohort of program completers;
 - A common format for institutions to use in sending the names of their program completers and their areas of specialization to the state or testing agency;
 - A common format for the state or testing agency to use in sending test scores of program completers back to the institutions;
 - Teacher preparation program reports to the State Department of Education documenting Institutional-Level Pass Rate Data; and,
 - State-level pass-rate data.

Section 6. Miscellaneous Required Information

- Under the present system, based on the fact that each is NCATE/State approved, all Idaho teacher preparation institutions are quality-performing. To describe the salient aspects of respective programs, each Idaho teacher preparation institution will submit to the State Department of Education a supplemental report, the report to be no more than fifteen (15) typewritten pages. These reports will be submitted to the U.S. Department of Education as part of this Title II report.
- When the State Board of Education testing requirement is approved and implemented, the Department of Education's plan is to provide the following specific information:
 - the academic year and test closure date (date of the last test to be used in pass rate calculations) for each cohort of program completers;
 - the date by which institutions must submit to the state or testing agency, as applicable, their list of regular program completers and their areas of specialization;

- the process and dates by which institutions will receive data to verify the list of their program completers matched by the testing agency or state agency and the pass rates on certification assessments their program completers have taken in their areas of specialization;
- the information institutions will receive to enable them to verify pass rates, including explanations for any limitations in the data provided; and
- the components of a dispute resolution and appeal process that will be available to institutions should they disagree with the state or testing agency regarding matches of program completers or pass rate calculations.

Section 7. At-Risk and Low-Performing Institutions

- The issue of low-performing teacher preparation institutions in Idaho remains under discussion.
- During discussions of this issue, it is perceived that teacher preparation institutions in Idaho do a good, quality job of preparing students to enter the education profession. It is important to note that each of the teacher preparation programs in Idaho is adjusting its curriculum and instruction in a variety of ways to ensure that quality is maintained and viable for students. This is in keeping with the recent adoption of new teacher preparation program standards by the State Board of Education.
- Teacher preparation programs in Idaho undergo a collaborative NCATE/State review every five years. In light of the requirement that Idaho must identify at-risk and low-performing teacher preparation programs, a plan being considered for doing follows:
 - Subsequent to each program review, the results are scrutinized by the Professional Standards Commission and then submitted to the State Board of Education for approval.
 - Based on the findings of either the NCATE or the state program review team, if the teacher preparation program is deemed deficient and merits probation, the teacher preparation program **will be designated as being at-risk**.
 - The State Department of Education will give specific recommendations providing the at-risk teacher preparation program an opportunity to develop and implement the necessary improvements.
 - Any at-risk teacher preparation program that has not corrected the deficiency within two (2) years **will be designated as a low-performing**.

- **Dispute Resolution and Appeal Process**

- In the event a teacher preparation institution disagrees with a finding that its teacher preparation program is found to be either at-risk or low-performing, a dispute resolution and appeal process is being considered as follows:
 - The institution may appeal to the Professional Standards Commission.
 - If the resolution is not satisfactory to the institution, an appeal may be made to the Superintendent of Public Instruction, or designee.
 - Without resolution, a final appeal may be made to the State Board of Education.

Additional Information Title II: Teacher Quality Enhancement Grant Titled “Systematic Change for Teacher Quality”

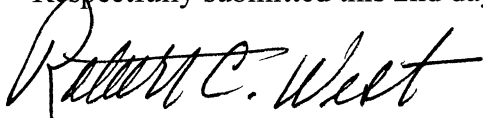
- In June 2000, the Idaho State Board of Education submitted a Title II grant application. The **application was approved** in August 2000. Implementation of this grant has begun.
- Implementation is being designed to help facilitate the work of several Idaho education initiatives, including, but not limited to:
 - aligning the recently developed exiting standards for Idaho high school graduates with the newly developed beginning teacher standards, modeled on INTASK standards, that were developed by Idaho’s MOST (Maximizing Opportunities for Students and Teachers) Advisory Group and subsequently approved by the State Board of Education on September 22, 2000.
 - The newly developed beginning teacher standards replace NASDTEC (National Association of State Directors of Teacher Education and Certification) standards. These new standards will provide an opportunity to continue a state partnership with NCATE (National Association of Colleges of Teacher Educators) for the accreditation program reviews of Idaho teacher preparation institutions.
- **The objectives of the Title II grant include:**
 - Continued refinement of the teacher certification process and requirements from an input to a performance-based system to reflect current best practices.
 - Reform state policy to emphasize a continued NCATE accreditation/partnership and ensure continuous review and appropriate revision of performance-based standards for initial teacher certification.

- Reorganize and consolidate teacher certification titles and endorsement categories to correspond with teaching practices that promote student achievement.
- Develop a process for teacher certification renewal that encourages and rewards them for their teaching skill, content knowledge and student academic performance.
- Review state reciprocity policies that ensure the processes for initial certification of teachers from other states meet Idaho's standards for initial certification.
- Investigate trends and best practices in middle education and the preparation of middle education teachers.
- Redesign the process for the evaluation and approval of teacher preparation programs and ensure alignment with performance-based standards for initial certification.
- Adopt a rigorous statewide assessment policy that ensures that college/university teacher graduates possess content and pedagogy knowledge and teaching skill (what a graduate knows and is able to do).
- Revise Idaho's induction policy for new teachers and require LEA (local education agency) reporting on teacher preparation programs and publish a first annual report of LEA survey data.
- Organize and facilitate a summer K-16 staff development institute to showcase successful in-state and out-of-state K-16 partnership programs that promote student achievement, K-16 partnerships, pre-service teacher preparation and in-service professional development.
- Develop additional alternate routes to teacher certification to encourage highly qualified individuals to enter the teaching profession with the assurance that they possess the needed content knowledge and teaching skills to be successful.
- Develop an internship program for new teachers entering the profession by an alternate route that provides necessary support and professional development opportunities.
- Review nationwide best practices for internship programs from education and other professions.

Summary

- The Title II reporting plan for Idaho includes the following:
 - Each institution will provide up to 15 pages documenting various aspects of its teacher preparation program and will address specific enhancement or reform efforts as supplemental information. This information will not have a required reporting format, but will be an open-end report allowing each institution the flexibility to report about respective programs as each sees fit.
 - Initial efforts are under way to adopt a state-wide preservice assessment program. The Praxis assessments of the Educational Testing Service are being reviewed to determine how well this program articulates with the newly developed and approved Idaho beginning teacher standards.
 - Praxis II assessments are also being considered for possible testing of out-of-state teachers seeking an Idaho credential, as these assessments pertain to pedagogy and specific academic subject knowledge.
 - A strategy is planned to identify at-risk teacher preparation programs, collaborate with the at-risk institution to develop and implement a program of improvement, and define a potential low-performing teacher preparation program. Included is a process for dispute resolution and appeal.
 - The Idaho State Board of Education is in the beginning stages of implementing a new Title II: Teacher Quality Enhancement Grant titled "Systematic Change for Teacher Quality".
- As noted above, the approved Title II grant provides an opportunity for policy makers and practitioners to coordinate efforts to improve education opportunities for the students in Idaho. Simultaneously, the development of improved accountability measures will be designed to be useful for Idaho and meet the Title II reporting requirements.

Respectfully submitted this 2nd day of October, 2000



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